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Construction and Validation of Adjustment Inventory

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ABSTRACT: The word, "Adjustment" has been derived from the Latin Word "Stringer", which means to draw tight. The term is used to refer to hardship, strain, adversity or affliction. Various terms have been synonymously used with environment such as anxiety, frustration, conflict, pressure, and so on. Every human being has his/her own understanding of environment, because all demands of adaptability do evoke the stress phenomenon. A person makes efforts to adjust himself somehow in his environment. In these efforts sometimes he achieves full success and sometimes only partial. On achieving partial success a person tries to find other means of adjustment. When he fails in his effort he does not find himself adjusted. In this situation, according to Chaube (1985), abnormality appears in his behavior. Abnormality points out towards some mental illness or worry.

KEYWORDS: Adjustment, B.Ed., Trainees

I. INTRODUCTION

Adjustments is the process of establishing a satisfactory psychological relationship between the individual and the environment. Both individual and the world are modifiable. Neither the individual nor the world is static, both change, both are being acted upon and shaped continually. It is pertinent to ask why an individual's behaviour is almost continuously changing. The reasonable answer is that he changes his acts in order to live or get along in the world. Apparently the individual has certain needs, wants or desires that must be fulfilled in order to adjust to the environment. He continued to change his behavior in various ways in order to regain balance. The balance between organism and environment arouses adaptive acts which continue until the balance is restored. This adaptive activity through which organism strives to keep in balance with environment is the process of personality adjustment. In more general terms personality adjustment is the organization of behavior in life situations, at home at school, at work, in growing up, in aging up and the like.

An analysis of personality adjustment by Chaube (1985) reveals that the person has an object, but hurdles appear in its achievement, Due to obstructions the response of the person gets scattered into reactions. With the help of these different reactions the man reaches a solution or remedy in the end. In a human being the problem of personality adjustment is mostly related to social objectives because in the modern age his daily physical needs get fulfilled somehow. Love, recognition, respect, authority and self-consciousness etc., may be taken as the social objectives of human beings. These social objectives are very strong. At the time of intensity, tension is created and thereby he will be restless.

The process of personality adjustment is the characteristic of life and development of all the individuals. Always there is a dynamic relationship between the person and his world, and this relationship is the basis for the

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psychology of adjustment implies two terms and a dynamic relationship between them. There is a human organism and there is its environment, and there is the process of fitting the two together.

A person makes efforts to adjust himself somehow in his environment. In these efforts sometimes he achieves full success and sometimes only partial. On achieving partial success a person tries to find other means of adjustment. When he fails in his effort he does not find himself adjusted. In this situation, according to Chaube (1985), abnormality appears in his behavior. Abnormality points out towards some mental illness or worry.

II. NEED AND IMPORTANCE OF THE STUDY

The need to achieve is demonstrated when an individual feels the need to accomplish something unique, the need to complete with some standard of excellence and so on. If a child feels the need to manipulate a mechanical toy, the need to achieve finds expression therein. But if he is to continue to derive pleasure from such achievement situations as above, he must continuously work with more and more complex objects permitting mastery. If he works long enough at a particular level of mastery may increase intelligence and paved the way for better achievement.

Life in general and for a B.Ed. trainees in particular has become highly competitive. A B.Ed., trainees with an ambition to secure admission in the college courses should have a dedicated and methodical approach towards the examinations. The two years of B.Ed., course has become very crucial since those two years shape the entire future of a trainee. Educationists, teachers and parents are all equally concerned about problems of achievement motivation. The increasing number of low achievers has made them really anxious and research in their direction has made it clear that a student deficiency or lack of achievement is not due to single factor but due to contribution of factors. Therefore, the investigator decided to study the achievement motivation in B.Ed., trainees.

Education plays an important role in the achievement motivation of B.Ed., trainees. In fact the efficiency and even popularity of a colleges is decided only in form of achievement. Good achievement also becomes the man by which the society can advance. Besides this every individuals experience thrill of achieving which further motivates him to achieve more and more academically. Therefore the investigator strongly felt the need to study the achievement motivation in B.Ed., trainees.

Need achievement is the restless driving energy, aimed at achieving excellence, getting ahead, improving on past records, doing things faster, better and most efficiently finding unique solutions to difficult problems etc.

III. OBJECTIVES OF THE STUDY

- To develop a research tool to measure the Adjustment problems of B.Ed Trainees.

Adjustment scale developed and Validated by the investigator

Adjustment for B.Ed., teacher trainees has been constructed by the investigator. A lot of literature on Adjustment, tool construction procedures was used for the construction of the tool. The Adjustment was construct a test the investigate collected verity of information regarding the adjustment problems of B.Ed trainees from exports in the education, teachers handling, B.Ed trainees books, journals and related studies. The tool has been prepared on three-point rating scale. The total number of statement is 50 and initially 10 positive and 40 negative statements were prepared in English.

The scoring procedure for positive statement on the tool is as follows: the option yes is given 3; cannot say is given 2 and no is given 1. For negative statements it is reversed as yes is given 1; cannot say is given 2; no is given 3. The minimum score for the tool is '50' and maximum score of the tool is 150.

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Positive Statements	Negative Statements
1, 2, 3, 6, 13, 19, 23, 32, 35, 47	4,5,7,8,9,10,11,12,14,15,16,17, 18,20,21,22,24,25,26,27,28,29, 30,31,33,34,36,37,38,39,40,41, 42,43,44,45,46,48,49,50

Item analysis:

The model/draft tool prepared by the investigator was administered on a sample of 100 B.Ed., teacher trainees. B.Ed., teacher trainees were asked to mark their opinion among the given alternatives. Each statement has three alternative responses; namely yes, cannot say and no. Scoring was done for all the statements.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25 % and the bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t- ratios. Items with 't' value of 1.96 and above were selected for the final tool. Thus, the final tool contains forty one items; the list of items with the 't' value is presented in Table. 3.1 - Split –half method was also used to find out the consistency of the test. It has been given in table 3.2.

Table 3.1
Shows Item Analysis for Adjustment

Statement Numbers	t- value	Selected / Not selected
1.	7.21	Selected
2.	4.95	Selected
3.	0.76	Not Selected
4.	0.97	Not Selected
5.	3.98	Selected
6.	5.02	Selected
7.	4.59	Selected
8.	2.91	Selected
9.	1.19	Not Selected
10.	4.32	Selected
11.	4.56	Selected
12.	4.08	Selected
13.	1.07	Not selected
14.	3.98	Selected
15.	3.96	Selected
16.	3.94	Selected
17.	4.03	Selected
18.	6.20	Selected
19.	1.37	Not Selected
20.	3.78	Selected
21.	1.09	Not Selected
22.	3.72	Selected
23.	3.35	Selected

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24.	6.1	Selected
25.	5.42	Selected
26.	5.32	Selected
27.	5.07	Selected
28.	3.84	Selected
29.	3.79	Selected
30.	2.93	Selected
31.	1.19	Not Selected
32.	3.09	Selected
33.	2.05	Selected
34.	2.28	Selected
35.	2.26	Selected
36.	1.17	Not Selected
37.	2.18	Selected
38.	2.11	Selected
39.	3.03	Selected
40.	4.314	Selected
41.	3.527	Selected
42.	2.064	Selected
43.	1.837	Not Selected
44.	2.314	Selected
45.	1.986	Selected
46.	3.750	Selected
47.	3.144	Selected
48.	2.571	Selected
49.	2.886	Selected
50.	2.295	Selected

Reliability

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of “true-ability” free from chance error.

Test-retest (repetition) method was used to arrive at the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and correlation was computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and are given in Table 3.2.

Table: 3.2 Shows reliability co-efficient of Adjustment

S.No.	Method of Reliability	Values
1.	Test-retest (Repetition)	0.83
2	Split – Half	0.91

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Validity:

The appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid. The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as “the degree to which a test measures what it measures.” The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Adjustment is 0.83.

Description of the Final Tool:

The final tool with 41. Positive and negative statements was prepared in English. The final tool has been prepared on a three point rating scale. Initially, positive and negative statements were prepared in English. The scoring procedure for positive statement on the tool is as follows: The option yes is given 3; cannot say is given 2 and no is given 1. For negative statements it is reversed as yes is given 1; cannot say is given 2; no is given 3. The minimum score for the tool is ‘41’ and maximum score of the tool is ‘123’.

Positive Statements	Negative Statements
1,2,4,17,25,28,38	3,5,6,7,8,9,10,11,12,13,14,15, 16,18,19,20,21,22,23,24,26,27, 29,30,31,32,33,34,35,36,37,39, 40,41

IV. CONCLUSION

This research tool focuses on gathering information about the adjustment. Adjustment plays a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be of immense use for the adjustment leadership of B.Ed., trainees, which will throw light upon the Adjustment. The present study has focused only on the main effects of psychological variables and demographic variables on adjustment. Future studies may be conducted to find out the interaction effect of psychological and demographic variables through appropriate methods. Adjustment is a very important element for human beings. Adjustment goes along with maturation. Matured people adjust well and immature people will have maladjustment which will create problems within the individual as well as with people who are living around him. The prolongation of maladjustment results in mental disorder and therefore for healthy living adjustment is an important psychological Phenomenon that every human being requires most.

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